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ABSTRACT

One of the concerns expressed by educators nationwide is the alarmingly high numbers of students who withdraw from schools before graduating. In response to this concern, the Austin Independent School District interviewed 95 dropouts in their homes, asking them why they left school and what could have been done that would have enabled them to remain in school. Responses indicated that no one issue could fully explain school withdrawal. Social, personal, and academic issues were interwoven; however, school related issues were the most commonly mentioned, with inadequate academic preparation, especially in reading and writing, mentioned as a primary reason for withdrawal. The ability to work was the most commonly cited advantage to dropping out, although employment concerns were also listed as the primary disadvantage. The findings suggest that providing all students with the opportunity to develop basic academic skills in the early grades could reduce the number of dropouts. (JAC)

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The Cry for Help Unheard: Dropout Interviews

Walter E. Jordan-Davis

Austin Independent School District

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Abstract

In 1982, the Austin Independent School District's (AISD) Office of Research and Evaluation (ORE) conducted a survey of 95 dropouts. The dropouts were interviewed to discover the issues which may have influenced their decision to withdraw. The study had three major purposes, which were to:

- examine the reasons dropouts stated for withdrawing,
- examine the decision-making processes dropouts pursue prior to withdrawal,
- ascertain the commonalities among dropouts.

Although there are several interrelating factors associated with dropping out, poor academic achievement was found to be the principal reasons for withdrawal. This finding indicates that the provision of supplementary education could possibly lower the incidence of dropping out.

The Cry for Help Unheard:
Dropout Interviews

One of the concerns expressed by educators nationwide is the alarmingly high rate of students who withdraw from schools prior to receiving their high school diploma. Every year a large number of students leave school never to return. According to the 1980 census, the percentages of young persons aged 18-19 who had dropped out, graduated, or were still in high school were as follows:

	Graduates	In High School	Dropouts
Hispanic:	54%	15%	31%
Black:	56%	21%	23%
Anglo:	75%	9%	16%

These values describe the national situation. The dropout rate will vary, however, from location to location.

In response to this concern, from a local perspective, the Austin Independent School District (AISD) - Office of Research and Evaluation (ORE) conducted a survey of dropouts in the summer of 1982. (Dropouts are defined in this study as students who withdrew from AISD schools prior to receiving their high school diploma and are not known to have attended other schools.) Utilizing funds from the Emergency School Aid Act (ESAA), Local/State Bilingual funds, and District Evaluation funds, ORE interviewed a group of former AISD students who dropped out of school. The dropouts were interviewed to discover what the issues were that may have influenced their decision to withdraw.

The Dropout Study had three major purposes, which were to:

- Examine the reasons dropouts stated for withdrawing from school.
- Examine the decision-making processes dropouts pursue prior to withdrawal.
- Ascertain whether there are commonalities among dropouts, the identification of which may assist AISD in developing dropout prevention programs and/or activities.

One of the unique aspects of the Austin Independent School District (AISD) - Office of Research and Evaluation Dropout Study is the way in which each dropout was personally interviewed at their home. Another unique aspect of this study was that the students were not only asked the reasons as to why they left school, but were also asked what could have been done that would have enabled them to remain in school.

Research Technique

In an effort to ascertain the personal, cultural, and academic issues which may contribute to dropping out, a comprehensive interview process was developed. A dropout interview questionnaire was developed to guide the persons selected as interviewers in an effort to obtain consistent data. These persons interviewed a sample of students who had withdrawn from the Austin Independent School District and who were not thought to have attended another school. Interviewers were hired specifically for the job. All except one were graduate students in the social sciences at the University of Texas at Austin. In addition to their graduate training, the interviewers received general instruction in interviewing and participated in role playing activities.

Data Source

Ninety-five young people were interviewed from a total sample size of 566; this represents nearly 17% of the total number of dropouts. Contact was attempted with nearly 400 dropouts. Hispanic school leavers were given special emphasis by this study. This is reflected in the total number interviewed by race.

Males represented the majority (56%) of the respondents of this study even though they are the minority (48%) of the total number of dropouts. Figure 1 displays the sex and ethnicity totals of dropouts.

	Total Sample Size					Interviewed Dropouts				
Ethnicity	Male	%	Female	%	Total	Male	%	Female	%	Total
Anglo	111	42	155	58	266	9	69	4	31	13
Black	47	53	41	47	88	7	47	8	53	15
Hispanic	116	55	96	45	212	38	57	29	43	67
Total	274	48	292	52	566	54	57	41	43	95

Figure 1. SEX AND ETHNICITY OF DROPOUTS.

Data pertaining to an individual dropout was gleaned from three sources: responses to questionnaire items, interview notes, and a required narrative that highlighted the most significant aspects of the interview.

Perspective

An emphasis on the preventive and predictive aspects of dropping out were the guiding themes of the study. This emphasis was intended to further the knowledge base of educators in alleviating a student's propensity to withdraw. The methodology employed -- interviewing dropouts, was directed

at obtaining information which could assist in the identification and alleviation of the problems of a specific student population -- potential dropouts.

Results

A general finding of the study was that no one issue, whether it be school or personal, can fully explain the reason for withdrawal. A student's social, personal, and academic life are intricately interwoven; however, a school related issue was the most common reason mentioned for withdrawal. The primary issue noted was inadequate academic preparation. Many of the dropouts had a history of academic difficulties -- few mentioned being retained, but a significant number stated that they had difficulty in reading and writing.

Additional results pertaining to this study are presented by evaluation question.

What factors contributed to the dropouts' decision to withdraw?

Examination of the data showed that there was usually no one particular issue that led a student to leave school. In many cases several factors influenced a student's decision. Because of this finding, reasons for withdrawing were divided into six categories. First, responses were categorized by level of importance; primary, secondary, and tertiary, and secondly, by attribution to either school or personal variables.

School variables are factors associated with an aspect originating within the school system. Several examples of school variables are -- "bored with school," "bused from original school," and "unable to maintain academic pace."

Personal variables are factors associated with an attribute concerning the personal life of a dropout. Examples of these variables include: "pregnancy," "wanted to work," and "wanted to get married." School and personal categories were not always separate and distinct; these were analyzed based on the researcher's judgement.

Students gave a variety of reasons for leaving school. Attachment A lists the different reasons given. The reader is encouraged to examine the attachment to get a good understanding of the influences listed by the students. In general those influences can be classified as being of two types -- school related and personal.

School Variables. Figure 2 illustrates that 51 (nearly 54% of the sample) of the dropouts attributed their primary reasons for withdrawal to a school system factor. Figure 3 also shows that a school factor was the most prominent response at all levels of importance -- primary, secondary, and tertiary.

Personal Variables. Figure 2 shows that 44 (46%) of the respondents assigned a personal factor as the primary cause leading to withdrawal. The percentage of these dropouts reporting secondary and tertiary personal issues were lower than those whose primary reason was school related. Overall, the total frequency of personal variables mentioned totaled 95, as opposed to 115 mentions of school variables.

Level of Significance	Attributions					
	School		Personal		Total	Percent of Total
	Number	%	Number	%		
Primary	51	54	44	46	95	45
Secondary	40	55	33	45	73	35
Tertiary	24	57	18	43	42	20
	115		95		210	

Figure 2. REASONS ATTRIBUTED TO WITHDRAWAL.

Order of Importance	Variables			
	School	Frequency	Personal	Frequency
Primary	Academic concerns	15	Health related concerns	14
Secondary	Academic concerns	14	Mismatch of Expectations	7
Tertiary	School peer relationships	8	Parental concerns	5

Figure 3. CLASSIFICATION OF REASONS FOR WITHDRAWAL.

What factors did dropouts note as disadvantages in withdrawing from school?

Information regarding disadvantages was recorded for 55 (58%) dropouts. The principal disadvantage noted pertained to economic concerns, i.e. lack of employment opportunities.

More than 50% of the dropouts for whom a response to this question was recorded stated that there were no disadvantages in withdrawing from school. This implies that either the majority of dropouts failed to critique their post-dropout life or they were satisfied with the decision they made. Many of the dropouts appeared to be content with entering the work world or pleased with the freedom gained from withdrawing from school.

What factors did school leavers note as advantages in withdrawing?

A total of 59 responses was recorded for this question. Of this number, 42 (71%) stated that there were advantages to leaving school, while 16 (27%) stated there was no advantage. This is significant in that only 26 dropouts stated that there were disadvantages.

Slightly more than a third of the respondents indicated that economic/employment factors were the primary advantage to leaving school. The category "Personal Factors" with nearly one third of the responses was the second most common area of advantage. This category relates to a perceived school barrier that blocks the achievement of a personal desire, such as the opportunity to get married. The third most cited area was "no advantage".

Dropouts appeared more likely to note a specific advantage than disadvantage, because the advantage was usually directly related to the reason for withdrawing. They gained the advantage by withdrawing.

Employment related issues appeared as both advantages or disadvantages. Employment appears to provide a strong motivation to drop out, and the dropout's success at obtaining employment seems to have a strong influence on his or her assessment of the correctness of the decision to withdraw. Vocational education and work study programs may be important components of any program designed to keep students in school.

Did dropouts consult with anyone prior to withdrawal?

Of the 95 respondents 51 (54%) stated that they had discussed withdrawing from school with someone prior to completing this action. A total of 44 (46%) dropouts reported that they individually decided to withdraw. A review of the primary reasons for withdrawal showed that the majority of dropouts who individually decided to withdraw did so because of chronic difficulties. The most common difficulty pertained to inability to perform classwork, followed by economic/employment issues. It can be assumed that since these issues required long term deliberations the necessity for consultation was diminished.

With whom did the dropouts consult?

The most frequent response was consultation with one or both parents. The second most cited group of consultees were school authorities. The third most cited group were friends.

How were dropouts advised regarding their decision to withdraw?

The number of dropouts who were advised to remain in school, counseled to withdraw, and had their decision to withdraw accepted without an attempt to influence were nearly equal. Parents were more likely to accept their child's decision to withdraw, while school authorities were more likely to advise a student to remain in school.

What school related changes might have lowered the dropout rate?

The majority of the dropouts, 62%, stated that some school related alteration would have been necessary for them to have continued in school. The category of response most frequently mentioned was "Relating With School Authorities." The second most prevalent response indicated that if the former students had learned more in earlier grades, they might have remained in school. The third most common category was "Economic Factors Pertaining to Educational Attainment." The most popular response regarding this category was an expansion of vocational training opportunities.

The underlying theme expressed by the responses to this question is a call for increased flexibility within the school system. Allowing transfer to original schools, alteration of academic pace, and the provision of tutorial assistance were several of the more common responses.

What personal changes would have reduced the likelihood of dropping out?

Responses to the above inquiry were recorded for 50 (53%) dropouts. Nearly a third of the respondents stated that "Nothing" associated with their personal life would have altered their decision to withdraw.

What is the employment status for dropouts?

Of the 95 respondents, 71% (67) were employed, and 25% (24) were unemployed. The employment status for 4% (4) was not recorded. The dropouts with the highest level of job satisfaction were those working in family businesses, followed by those in the "Factory/Fabrication and Office/Clerical" employment sectors. Dropouts working as construction laborers and in unskilled

trades had the lowest level of satisfaction. Dropouts who withdrew for personal gain were more satisfied than those who withdrew to help the famly.

The most common reason given for employment was caring for a baby. The inability to attain viable employment was the second most common factor cited for unemployment.

What are the educational goals of dropouts?

The most common response was "Considering Continuance of Education." The next most common was "No Current nor Future Educational Plans" followed by "Currently Enrolled." The most popular area of education achievement was the attainment of a GED.

Interpretation of the response "Considering Continuance of Education" should be tempered because of its speculative nature. There was in many cases little concrete evidence to substantiate dropouts' contentions that they planned to further their education. The validity of responses to "No Current nor Future Educational Plans" was supported in the majority of cases by tangible reasons such as "Needs to Work."

What reasons did dropouts state for their excessive rate of absenteeism?

The most common reason for a high absence rate was due to a "Personal Causal Factor" such as illness. The second most common factor was attributed to "Academic Reasons" such as boredom with book knowledge. The third most common category was related to the school environment; "Having Enemies at School" is one of its subheadings.

Although not specifically noted, poor academic performance was a contributing factor in many of the reasons for absenteeism. This is especially true in the cases involving boredom and truancy.

Absenteeism proved to be a leading indicator in a student's withdrawal from school. It appears that students with social and/or academic school problems developed a cycle of progressively poorer attendance. The scenario continues as the students through nonattendance reinforce their transition from school until (using a direct quote), ". . .I decided to withdraw since I was not attending class anyway."

Did the responses to the issues addressed vary by ethnicity?

The Dropout Interview Study data was analyzed on the basis of ethnicity to determine whether the ethnic background of a dropout had a significant impact on the type and/or frequency of response. The primary reasons for this analysis was to extract data regarding the Hispanic dropout -- the study's principal raison d'être. The interpretation of the data was limited by the small numbers of Anglo and Black dropouts interviewed. Statistical analyses to determine whether there were significant ethnic differences proved to be valid in only one analysis -- incidence of pre-withdrawal consultation. There appeared to be other cases where ethnicity played an influential role, however, these could not be substantiated by statistical methods probably because the number of cases in some groups was too small.

Did the ratio for primary personal and school related withdrawal reasons vary by ethnicity?

As mentioned earlier, a majority of all dropouts stated that a school related issue was their primary reason for withdrawing from school. More than three quarters of the Anglo dropouts perceived a school related issue as taking precedence over a personal issue in their decisions to withdraw from school. The most common response for Anglo dropouts was "bored with school." More than 50 percent of the Black dropouts also mentioned a school related issue. Failing or having a problem with courses was their most common response. However, fewer than 50% of the Hispanic dropouts perceived of a school issue as the primary contributing factor in withdrawing.

Hispanic dropouts were more likely to cite a personal factor as their primary withdrawal reasons. The most common response for Hispanics was in the area of economics -- had to work.

A statistical analysis of the data showed that no conclusive evidence could be derived supporting the contention that ethnicity had a significant impact on reasons given for withdrawal.

Did the ratio for the total number of personal and school related withdrawal reasons vary by ethnicity?

The total number of primary, secondary, and tertiary personal and school withdrawal reasons was summed to examine whether the total response pattern varied by ethnicity. The obtained results showed that Black and Hispanic

dropouts nearly equally perceived personal issues, in terms of total frequencies, as being more important in determining withdrawal from school. An analysis of withdrawal data showed that the difference in ethnicity did not have a statistically significant impact upon total reasons for withdrawal.

Did the perceived advantages related to dropping out of school vary by ethnicity?

An examination of the perceived advantages in dropping out showed that there was no statistically significant variation among ethnic groups. Numerically, the seven Anglo dropouts who responded to this issue stated that there were advantages in withdrawing from school. More than three quarters of the Hispanic dropouts stated that there were advantages. However, fewer than 50% of the Black dropouts stated that there were advantages in withdrawing from school. In all three ethnic categories, economic factors were the most frequently mentioned advantage. The second most frequently cited advantage for Anglo and Black dropouts was no longer having to cope with an undesirable school environment -- for Hispanics it was the opportunity to get married.

Did the perceived disadvantages related to dropping out differ by ethnicity?

An examination of the perceived disadvantages associated with dropping out showed that there were no statistically significant differences in response rate by ethnicity. The response rates for Black and Hispanic dropouts were almost equal. No Anglo dropout noted a disadvantage in withdrawing from school. The high rate of skilled employment among Anglo dropouts may be the primary factor contributing to their failure to note disadvantages.

Did the number of dropouts who consulted with someone prior to dropping out vary by ethnicity?

Anglo dropouts had the highest rate of consultation with others, followed by Blacks and Hispanics. More than three quarters of the Anglo dropouts consulted with others; over half of the Black dropouts and fewer than half of the Hispanic dropouts talked to anyone. No statistical analysis was performed on this data due to the small number of recorded responses for Anglo and Black dropouts.

The composite consultation rate for Anglo and Black dropouts was statistically higher than that for Hispanic dropouts. It can be stated that seeking consultation from others does vary by ethnicity.

Did the type of advice given to dropouts vary by ethnicity?

Black dropouts were most likely to have been advised to remain in school while Hispanic dropouts were the least likely to have received such advice. Hispanic dropouts were more likely to be advised to withdraw while Black dropouts were least likely to receive that advice. In the above situations Anglo dropouts fell somewhere between the rate for Black and Hispanic dropouts. Hispanics were least likely to have received advice to remain in school because they had to work to support the family. They were most often advised to withdraw from school because of academic difficulties. The issue, "Type of Advice," was not statistically analyzed due to the small number of recorded responses for Anglo and Black dropouts.

Did the number of dropouts who stated that a change in a school variable could have reversed their decision to withdraw vary by ethnicity?

A majority of Black dropouts noted that some school-related changes could have altered their decisions to leave school. A smaller majority of Anglo dropouts gave the same response. Hispanic dropouts were least likely to state a school-related change. No analysis was conducted concerning the variation of decision by ethnicity due to the limited number of recorded responses for Anglo and Black dropouts.

Did the number of dropouts who stated a change in a personal variable could have reversed their decision to withdraw vary by ethnicity?

Nearly half of the Hispanic dropouts stated that some change in their personal life could have had a significant influence upon their decision to leave school. Only one Black dropout stated that a personal change could have altered their decision. No Anglo dropout cited a personal change. Because there was only one non-Hispanic response this issue was not analyzed statistically.

Did employment status vary by ethnicity?

The employment rate for Anglo dropouts was the highest among all ethnic groups. Their high rate of employment can be partly attributed to employment in their family businesses. More than three quarters of the Hispanic dropouts were employed. Their relatively high rate of employment is partly reflected by the fact that one of the principal reasons for withdrawal among Hispanic dropouts was, "having to work to support the family financially."

Fewer than 50% of the Black dropouts were employed. The high rate of unemployment for Black dropouts can be partly explained by the child care responsibilities of three Black female dropouts. The unemployment cause for Black male dropouts is undiscernible from the available data. The results from a statistical analysis of employment status by ethnicity proved to be nonsignificant.

Do educational goals and attainment vary by ethnicity?

Black dropouts were more likely to have completed an educational program after leaving school followed in percentage by Hispanic then Anglo dropouts. Obtaining a GED was the most common post-dropout educational attainment for Black dropouts. Three of the Black dropouts mentioned the Gary Job Corps (a residential employment training agency) as an alternative learning experience. None of the Anglo or Hispanic dropouts mentioned the program.

A small percentage of the Black dropouts stated that they had no future educational goals. They were followed in percentage by Hispanic dropouts. Anglo dropouts had the highest percentage of respondents who had no further educational plans. One possible explanation for this is that they obtained satisfying employment in their family's business.

Black dropouts had a relatively low absentee rate. There was no particular issue that can be attributed to the absenteeism of Black dropouts. Five dropouts reported no problem with absenteeism. No analysis was conducted on absentee data due to the limited number of responses in some cases.

Discussion

An emphasis on the preventive and predictive aspects of school leaving were the guiding themes of the Dropout Study. This emphasis was intended to further the District's role in alleviating a student's propensity to withdraw. The methodology employed -- that of interviewing dropouts, was directed at obtaining information regarding the District's ability to

identify and meet the needs of a specific student population -- potential dropouts. A general finding of the study was that no one issue, whether it be school or personal, can fully explain the reason for withdrawal. A student's social, personal, and academic life are intricately interwoven.

A shortcoming of the study is the lack of a comparison group -- the researchers have little knowledge regarding those students whose lives may have been very similar to those of the dropouts, but who chose to remain in school. The value of the study lies in its depiction of the decision-making process employed by dropouts, the issues they encountered, and the description of their current situation.

A school-related issue was the most common reason mentioned for withdrawal. The primary issue noted was inadequate academic preparation. Many of the dropouts had a history of academic difficulties -- few mentioned being retained, but a significant number stated that they had difficulty in reading and writing. The dropouts indicated that personal issues had a lower significance regarding withdrawal than school issues. The most common response was health related. The majority of the personal reasons noted were very clear cut (i.e., the causal relation was easily established). The most common responses in order of occurrence were: "pregnancy," "wanted to work full time," and "had to work full time."

Responses to the issue regarding advantages in withdrawing from school were primarily related to economic/employment concerns -- the ability to work full time was the most commonly cited response. Many of the dropouts interviewed had to withdraw because of poor personal and/or family economic conditions. Owing to this there appears to be a relationship between a student's economic condition and leaving school.

The number of disadvantages cited was fewer than that of advantages. This suggests that dropouts focused primarily on the reasons for withdrawal rather than on the consequences. The primary disadvantages noted were the same as those cited for the primary advantages -- economic/employment concerns.

In examining the dropout process we asked the former students whether they consulted with someone prior to withdrawal. We discovered that the majority of the dropouts did consult with someone prior to reaching their decision to leave. Most frequently they talked with their parents, followed by school authorities. Failure to consult could possibly have been due to the clarity of withdrawal reasons.

The students were advised to leave school about as frequently as they were to told to stay in school.

The former students believed that school related changes would have had a more significant impact on possibly reversing their decision to withdrawal than personal related changes. This finding reflects the pattern noted for withdrawal reasons in that school issues were more prominent.

Dropouts had a high probability of being employed owing to their principal withdrawal reason -- economic/employment related concerns. Albeit, the

majority of the positions they filled were low skilled and low paying. The principal reasons cited for unemployment was caring for an infant.

In the area of education the majority of those dropouts who chose to continue their education opted to obtain a GED. The GED was viewed as a viable alternative to former students who withdrew with good academic histories. Those dropouts who chose not to continue their education either had a highly skilled, well-paying job or believed that they were not adequately prepared to continue.

Although the study did not produce a composite picture of the "typical dropout," there were several recurring issues that deserve attention. These are:

- The need of many dropouts to work to support themselves or their family.
- Requests for more vocational training to reduce boredom.
- The provision of tutorial assistance.
- The need for in-school child care facilities.
- Active outreach and counseling of students who are likely to dropout and provision of counseling to recently transferred students.

Attendance to the above issues will not eliminate dropping out, but it might significantly alleviate the rate of leaving.

Attachment A

Reasons for Withdrawal

Primary Withdrawal Reasons — School	Number of Responses
Curriculum related issues:	8
Bored with course content	6
Dissatisfaction with course content	1
Not challenged by material	1
Disciplinary concerns:	8
Conflict with teachers	3
Stigmatized as troublemaker	2
Problem with administrative personnel	1
Smoking related explusion	1
Drug related explusion	1
Course credit problems	2
Academic concerns:	15
Inadequately prepared to advance	3
Inability to maintain academic pace	3
Unable to read and write at grade level	3
Retained	2
Undefined academic problem	2
Failing courses	1
Trouble with reading and understanding English	1
Harassment from Peers	2
School system perceived as prejudiced against Hispanics	2
Transfer related problems:	10
Disliked being bussed	3
Disruption of school social life	2
Isolated at new school	2
Refused to attend assigned school	1
Only Anglo in class	1
Dislike of new school	1
Tired of attending school	2
Perceived of school as a problem	1
Undefined issue pertaining to school	1

NOTE: Total recorded responses = 51

PRIMARY REASONS NOTED FOR WITHDRAWAL—SCHOOL ISSUES.

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Secondary Withdrawal Reasons — School	Number of Responses
Academic concerns:	14
Bored with school	6
Curriculum unrelated to student's vocational interests	1
Poor advising	1
Poor grades	1
Retained in grade	2
Academic difficulty	2
Academic failure	1
Transfer related problems:	7
Not allowed to return to "prebussing" school	3
Dislike of assigned school environment	2
Transferred to a school with few Spanish speaking teachers	1
Academic difficulty	1
Disciplinary action:	2
Drug related suspension	1
Disruption of class activities	1
Problem with authorities:	7
Insensitive school authorities	2
Prejudiced school authorities	1
Discriminated by school authorities	1
Conflict with teachers	1
Teacher failed to help academically	2
Schoolmate relations:	10
Friends withdrew from school	3
Wanted to graduate with peers	1
Had no school friends	1
Fight with peer of ethnic group other than own	1
Fight with peer	3
Enemies at school	1

NOTE: Total recorded responses = 40

SECONDARY REASONS NOTED FOR WITHDRAWAL — SCHOOL ISSUES.

Tertiary Withdrawal Reasons -- School	Number of Responses
Issues associated with curriculum:	7
Bored with course content	3
Course work became increasingly difficulty	1
English language skills were not well taught	1
Limited vocational training opportunities	2
Problems with school authorities:	7
Angry at being urged to withdraw	1
Lack of academic support from teachers	4
Uncooperative authorities	1
Discriminated by authorities	1
Disciplinary issues:	2
Fights with other students	1
Problem with teachers	1
School peer relations:	8
Few friends at school	3
Friend(s) dropped out of school	2
General dislike of peers	1
Associated with the wrong people	1
Enemies at school	1

NOTE: Total recorded responses = 24

TERTIARY REASONS NOTED FOR WITHDRAWAL--SCHOOL ISSUES.

Primary Withdrawal Reasons — Personal	Number of Responses
Health related:	14
Physical injury	4
Emotional problem	2
Undefined health matter	2
Pregnancy	6
Employment related:	12
Wanted to work full time	6
Had to work full time	5
Had to work to assist family	1
Substance abuse:	2
Drugs	1
Alcohol	1
Personal problems:	2
Death of family member	1
Older than fellow classmates	1
Peer pressure:	3
Siblings withdrew from school	1
Friend withdrew from school	1
Both sibling and friend withdrew	1
Marital issues:	4
Wanted to marry	4
Caring for someone:	3
Infant	2
Older family member	1
Caring for someone financially:	2
Infant	1
Pregnant girlfriend	1
Mismatch of emphasis:	2
Wanted to be a playboy	1
Wanted to learn subject not taught in school	1

NOTE: Total recorded responses = 44

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PRIMARY REASONS NOTED FOR WITHDRAWAL--
PERSONAL ISSUES.

Secondary Withdrawal Reasons — Personal	Number of Responses
Mismatch of emphasis:	7
Personal needs differ from those of school	1
Truant because outside-of-school interests were more satisfying	2
Saw no benefit in attending school	2
Work viewed as more important	2
Employment related:	6
Had to work full time	1
Job duties interferred with school	2
Supported family financially	3
Caring for someone:	5
Infant	3
Older family member	1
Pregnant girlfriend	1
Social skills:	4
Felt isolated in school	1
Lack of guidance	1
Limited social skills	2
Health related:	3
Undefined illness	1
Physical injury	1
Pregnant	1
Personal problems:	3
Responsibilities at home prevented continuation	1
Older than peers	2
Substance abuse:	2
Drug	1
Alcohol	1
Marital issues:	2
Wanted to marry	2
Caring for someone financially:	1
Infant	1

NOTE: Total recorded responses = 33

SECONDARY REASONS NOTED FOR WITHDRAWAL—PERSONAL ISSUES.

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Tertiary Withdrawal Reasons -- Personal	Number of Responses
Parental issues:	5
Lack of parental guidance	1
Withdrew partly because parents supported decision	1
Withdrew partly because mother supported withdrawal	3
Economic affairs:	3
Improvished - had to work	1
Father - unable to work - or deceased - dropout had to work full time	2
Mismatch of emphasis:	3
Wanted to obtain a GED	1
Interests outside of school were more important	2
Peer relations:	2
Wanted to party with friends	1
Had no friends	1
Marital issues:	2
Wanted to marry	2
Caring for someone financially:	2
Infant	1
Pregnant girlfriend	1
Health concerns:	1
Undefined illness	1

NOTE: Total recorded responses = 18

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TERTIARY REASONS NOTED FOR WITHDRAWAL--PERSONAL ISSUES.

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